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ABSTRACT

This resource manual of ideas for incorporating functional literacy applications into student lessons is intended for volunteers trained to teach one-to-one in adult literacy programs and for teachers of adult students. The ideas are designed to increase beginning student exposure to and familiarity with functional literacy materials. It provides relevant reading materials while reinforcing basic skills development. Introductory materials discuss use of the book, teaching of functional literacy, materials needed, and definitions of important terms. The chapters are arranged by topics. Each topic contains sample lessons or lesson suggestions. Topics include names and sounds of letters, key words for the sounds of letters, sight words in real life reading materials, vowel decoding, alphabetical order, numbers, number words, variations on language experience, reading "everything," using the Bible or other religious material as teaching tools, family reading, and literacy and employment. A goal-setting checklist is followed by a bibliography of resource materials for tutors and teachers and reading materials for adults. (YLB)

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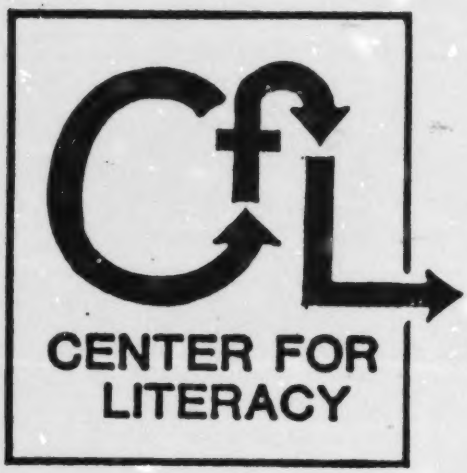

A FUNCTIONAL LITERACY CURRICULUM RESOURCE BOOK Level 0 - 4

by

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This resource book is dedicated to all the students who came to the Center for Literacy saying, "I want to read and write everything." Their enthusiasm about learning to read and write, and their willingness to start at the very beginning has been an inspiration to all CFL tutors and staff.

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Family Reading.....Becky Eno
Student Experiences.....Judy Lashoff
Using the Bible and Other Religious Materials with Adult Students.....Bridget Joan Martin
Sample Lessons for Literacy and Employment.....Mirium Glassman
Super Market Shopping.....Yvette Walls

The work of the following members of the CFL volunteer tutor training team has also contributed to the overall development of the curriculum design of this book:

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INTRODUCTION

Many adults enter literacy programs wanting and needing to read materials higher than their tested reading grade level These reading materials include newspapers, work manuals, directions for medication and job applications. In many cases application of beginning literacy skills to "real world," or functional materials is delayed until students master "the basics." Students, therefore, have limited opportunity to read materials they really want to read. They are not instructed to apply what they learn in textbooks and workbooks into real world reading.

Although real world materials are higher than literacy students' tested reading grade level, applying basic reading, writing and computation skills can start at the 0 - level. Students can become familiar with, and begin reading functional literacy materials without delay.

Discuss with your student what he or she hopes to gain by learning how to read and write. Ask these questions:

1. Why did you decide to come for tutoring now?
2. What do you most want to be able to read and write?
3. Are there things you want to do that you can't because you don't read or write well enough?
4. What do you read or write outside of tutoring sessions?

STUDENT EXPERIENCES

Here are excerpts from a study conducted by Ms. Judy Lashoff for The Center for Literacy in Philadelphia. These students have were in the program from six months to over one year. The study reflects a great deal of students' interest, need, and accomplishment in functional reading.

Mr. S. B.

. . . his wife used to read his mail to him. Now he reads it himself. Now he reads from the Bible sometimes . . . He reads signs while on the street and while shopping. He reads whatever he can lay his hands on, any chance he gets.

Miss R.

. . . can't spell well enough for the writing she wants to do - letters to friends . . . She wants to be able to help more in her church and, if asked, hold church offices such as corresponding secretary.

Mr. J. P.

. . . studied the Driver's Manual (his wife read it to him) and he passed the driver's test. . . . His father also taught him how to drive a tractor trailor, but he won't do that since he can't read directions.

Mr. K. D.

. . . remarried recently and decided to start back to school with his wife's encouragement. She objected to doing "everything for him" i.e. reading his mail. He can now read his electric and gas bills.

Mrs. M. S.

. . . explained that to put money into the bank you just write the numbers, but to take money out you have to spell them. She calls a friend to check the number spelling.

Mrs. S. M.

. . . when someone tells her he lives on a street that isn't well known, or a not-too-common name of a person or place, she'll ask the person to spell it because that wouldn't seem "too far out of line." For addressing presents and cards, she keeps a list of relatives' names and looks on old greeting cards, to find the spelling of words like birthday.

Ms. Lashoff interviewed twelve students for this report. All but two mentioned that they wanted to read the newspaper or magazines.

WHO THIS BOOK IS FOR

1. Students

This book is designed for adults learning or reviewing the names and the sounds of the letters of the alphabet, long and short vowels, numerals, consonant blends and other basic phonetic elements. They may be using the Laubach Way To Reading series, but can be using other beginning reading texts. (See bibliography for recommended beginning reading texts for adults.) This book also uses sight word reading, language experience reading, and other learning techniques.

2. Tutors and Teachers of Adults

a) One-to-One-Tutoring

This book is especially designed for volunteers trained to teach on a one-to-one basis in adult literacy program.

b) Teaching Groups

Experienced volunteer tutors and professionally trained teachers who teach classes of adult students will find this book helpful for adapting functional literacy instruction for groups of students.

SOME WAYS TO TEACH FUNCTIONAL LITERACY

Functional literacy may be taught in these ways:

a.) Helping a student with a functional literacy task that needs immediate attention.

Immediate help for students with functional reading needs can be extremely helpful. For example: A student may ask a tutor's help to read a piece of important mail, fill in a form or respond to a letter. In a case like this the tutor does not necessarily teach strategies for decoding the words. Instead, the tutor helps a student with the immediate need of completing the task.

b.) Incorporating functional reading topics into a student's lessons.

Perhaps a student wishes to learn how to write checks. The tutor and student may decide to set this as a goal for tutoring. They then work on the various aspects of writing a check: writing dates, numerical spellings, balancing, etc. The student gets homework and practice in writing checks. The student, while working on other materials during the tutoring sessions, can also use a workbook especially written for teaching banking skills to adult new readers. After a few weeks the student understands how to write and balance checks and is working towards completing the banking workbook.

c.) Mastery of Functional Literacy Goals

At this point, a student masters a particular area of functional literacy. Perhaps the student mentioned above has opened a checking account, thereby fully achieving the goal. Another student obtains a driver's license or raises his/her reading level high enough to enter a job training program. Students can master one area of functional literacy but still want instruction in other areas as the need arises.

Please note:

Achievement of some student goals is measured by the student's personal satisfaction. Many students want to read the Bible or read to children. Instead of getting a certificate, the student's own sense of accomplishment is the reward.

HOW THIS BOOK WORKS

This book is a resource manual of ideas for incorporating functional literacy into student lessons. These ideas are designed to increase beginning student exposure to, and familiarity with, functional literacy materials, thereby providing them with relevant reading materials while reinforcing basic skills development.

Total mastery of functional literacy skills will be made easier as students reach more independent reading levels.

The chapters are arranged by topic. Each topic contains sample lessons or lesson suggestions. Supplementary materials can be found in the bibliography.

You can adapt the topics and lesson suggestions for your own students' needs. A sample lesson can be used directly from this book, or with other real world materials.

Materials Needed

1. A sample of real life reading material of the student's choice. Many of the examples in this book come from the newspaper. Feel free to use magazines, church or synagogue bullitens, catalogs, menus, maps, or any other material students wish to read.

2. A separate notebook for the student.

3. Any basic skills workbook series that focuses on the names and sounds of letters, upper and lower case writing, numerals, short and long vowels, consonant blends and other basic phonic elements. Examples given in this book are from The Laubach Way To Reading Series. (See bibliography for other beginning reading texts for adults.)

IMPORTANT TERMS

What follows is a brief review of important terms tutors should know. These terms define teaching approaches which are applied throughout this book. Volunteers learn many or all of these techniques during their training workshops. For more information about teaching techniques, order a copy of the Basic Literacy Tutor Handbook by calling or writing The Center for Literacy, 3723 Chestnut Street, Philadelphia, PA 19104-3189, (215) 382-3700.

Phonics

Phonics is the study and application of letter sounds as a means of teaching beginners how to read. Phonics instruction includes the study of consonant sounds, short and long vowels, spelling patterns affecting vowel sounds, special letter combinations such as consonant blends, digraphs, dipthongs, and "r" controlled sounds and syllabication

Sight Words

Sight words are learned as whole words through sight recognition rather than breaking them down phonetically. There are two different kinds of sight words:

a) commonly used words usually one to four letters long that occur frequently in printed materials.

b) any word(s) of any length a student wishes to read immediately.

Sight words are usually taught by using flash cards. Students read them aloud and write them several times until they are mastered. Don't teach more than five sight words at a time. Words learned by sight should also be read in sentences and paragraphs.

Duet Reading

Duet reading is an excellent way to help students practice reading and overcome choppy reading. The tutor and the student read aloud in unison. The tutor is the "lead" voice, setting the pace and modeling expressive reading. As the pair reads along, the student will drop out at unknown words but will hear them said by the tutor. This enables the student to comprehend everything even though he or she can't read every word. The immediate experience of hearing the tutor read the unknown word will help to reinforce the student's visual memory of the word.

Language Experience

The language experience technique uses the student's own language. The student learns to read the words he or she actually says. The tutor transcribes the student's oral language and uses it as the basis of reading instruction. A student reads his own words and stories and not what the author of a workbook decided to write.

Context Clues And The Cloze Technique

Context clues allow a student to make good guesses about the unknown words in a passage, based on the known words.

The Cloze technique consists of deleting words from a passage and asking students to fill in the blank with a word that makes sense. The student may have a choice of words but this is not necessary. Student answers do not have to be the same as the original reading passage, but they must make sense.

THE LESSONS

Names and Sounds of Letters

Sometimes a student who can identify a letter in a workbook cannot identify the same letter in other forms of print. Use these exercises to familiarize your student with the variety of ways a letter can be printed.

Identify letters in the newspaper that correspond to the letters taught in the workbook. Be careful to choose lower and upper case letters, depending on what the workbook teaches. Use various letter shapes and sizes.

Sample Lesson
Using Laubach Way to Reading
Lesson 1, Chart 1

Teach the chart, following the directions in the Teacher's Manual. With each letter taught in the workbook, find the same letter in the newspaper.

Say: What is the name of this letter: b

What is the sound of the letter: b

After teaching each letter with the new representative sample letter, cut out the letter from the newpaper and glue it into the student's notebook. Arrange the notebook in the following way:

Newspaper	Student Writes
b	

Sample page of student notebook teaching lower case letters, using Laubach Way to Reading, Lessons 1-2. Use this model to teach upper case letters as well.

NEWSPAPER	STUDENT WRITES	NEWSPAPER	STUDENT WRITES
b	b	j	j
c	c	k	k
d	d	l	l
f	f	m	m
g	g	n	n
h	h	p	p

Key Words for the Sounds of Letters

Lesson Preparation

Identify words in the newspaper that begin with the same letters as in the workbook lesson. These words can be the same or different from the key words in the workbook. Be careful to choose words beginning with lower or upper case letters, depending on what the workbook teaches. Use various letter shapes and sizes. Circle the words you will use for the lesson(s).

Sample Lessons
using Laubach Way to Reading, Lesson 1, Chart 1

If your key letter is "b," find a word in the newspaper beginning with "b." Point to the word and say:

This is the word **bank**. Read **bank**.

After teaching a new key word, cut out the word and tape or glue it into the student's notebook. Arrange the notebook in the following way:

Newspaper | Student Writes

bank

The next page is a sample of a student notebook page teaching key words (Laubach Way to Reading, Lessons 1-9). Use this model to teach lower case words as well.

NEWSPAPER	STUDENT WRITES
Account	Account
Barber	Barber
Chain	Chain
Drug	Drugs
Exports	Exports
Fly	Fly
Gray	Gray
Haven	Haven
Ingredient	Ingredients
Jerry	Jerry
Key	KEY
Lottery	Lottery
Mother	Mother
Now	Now
Oil	Oil
Prussia	Prussaiia
Quality	Quality
Rangers	Rangers
Steam	Steam
Trash	Trash
Urban	Urban
Volunteers	Volunteers

Sight Words in Real Life Reading Materials

This lesson can be presented as a word search game. The basic guidelines are:

A) List 3 to 10 sight words from the work book story. For example, in the Laubach Way to Reading, lesson 1, story 1, the sight words are:

This	this	The	the
is		has	
a		in	
her			

B) Find a brief article of interest to the student from the newspaper or other source.

C) Clip the article and attach it to a page in the student's notebook.

D) Circle the sight words from the workbook lesson which appear in the clipping.

E) Point out to the student that the words in the clipping are the same words as the words in the workbook. Have the student read and write the words.

F) Students may chose to read and write other words from the clipping as personal or student sight words.

Alternate Approach

A) Duet Read the entire article with the student before clipping it from the newspaper.

B) Circle the sight words from the workbook lesson (or any other key words) which appear in the article. Student and tutor may do this together.

C) Attach the clipping to the student's notebook. Have student read and write the words. Have student choose other sight words he or she might want to learn.

BE A WELDER

And how you can benefit.

Skilled welders are always in demand. At very good pay. And we can show you how to get in on it. No big building goes up without skilled welders. No ships can be launched without welders. No airplanes take off without welders. You can learn how to be a skilled welder in a short period of time.

Fact is, welders build the backbone of America's economy. Become one Act now.

Sight Words: in
a
the

Student Sight Words: welders
good
pay

VIDEO

Cash in on the Video Boom!

We are a Franchiser. We are the world's largest distributers of new & used prerecorded video tapes, accessories & hardware. We can save you up to 40% on your opening inventory. Consultation and start up information available. If you are thinking video—

Sight Words: we
are
not
a
of
can

Student Sight Words: Video
Franchiser

Now, the latest sports news and scores are as close as your telephone!

Sight Words: the
and
are
as

Student Sight Words: sports
news
telephone

Get the office skills you need to get ahead or to get a better job.

Sight Words: the
a
you
to

Student Sight Words: office
job

BEST COPY AVAILABLE

VOWEL DECODING

Find examples vowel sounds in words students use everyday.

Lesson Suggestions

Applying Vowel Decoding to Abbreviations for the Days of the Week

			Lessons in Laubach Way To Reading	
Monday	Mon.	u (irregular)	Lesson 4	Sk Bk 2
Tuesday	Tues.	u sound	Lesson 2	Sk Bk 4
Wednesday	Wed.	short e	Lesson 4 Lesson 6	Sk Bk 1 Sk Bk 2
Thursday	Thurs.	ur sound	Lesson 11	Sk Bk 2
Friday	Fri.	long i	Lesson 11	Sk Bk 3
Saturday	Sat	short a	Lesson 4 Lesson 8	Sk Bk 1 Sk Bk 2
Sunday	Sun.	short a	Lesson 4,5	Sk Bk 2

Applying Vowel Decoding to Abbreviations for the Months of the Year

			Lessons in Laubach Way To Reading	
January	Jan.	short a	Lesson 4 Lesson 8	Sk Bk 1 Sk Bk 2
February	Feb.	short e	Lesson 4 Lesson 6	Sk Bk 1 Sk Bk 2
March	Mar.	ar sound	Lesson 12	Sk Bk 2
April	Apr.	long a	Lesson 2	Sk Bk 3
May	May	long a	Lesson 3	Sk Bk 3
June	June	u (irregular)	Lesson 4	Sk Bk 4
July	July	u (irregular)	Lesson 4	Sk Bk 4
August	Aug.	short u (au)	Lesson 12	Sk Bk 4
September	Sept.	short e	Lesson 4 Lesson 6	Sk Bk 1 Sk Bk 2
October	Oct.	short o	Lesson 4 Lesson 10	Sk Bk 1 Sk Bk 2
November	Nov.	long o	Lesson 17	Sk Bk 3
December	Dec.	long e	Lesson 7	Sk Bk 3

ALPHABETICAL ORDER

Students may already have the alphabet memorized. If they don't, they should memorize it. It's OK for a student to keep an alphabet chart handy if he or she has trouble remembering alphabetical order.

Lesson Suggestions

Dictionary

Students should begin looking up words in the dictionary as soon as possible. Start with words students know, just so they get experience using the dictionary. Later they can begin looking up definitions and correct spellings. Students should begin using the dictionary to find syllables as soon as their workbooks start teaching it.

Telephone Book

Have student look up family and friends in the telephone book. Also, practice locating information in the Blue Pages and the Yellow Pages. Blue Pages list government services; Yellow Pages include names of restaurants, doctors, repairmen, and other consumer services.

Address Book

Have student get a personal address book and begin recording names, addresses and phone numbers of family and friends. Include other important numbers they've located in the telephone book. Work with the student to include correct area codes and zip codes. Area code charts are in the White Pages of the telephone book and zip code charts are in the Yellow Pages.

Other Practice in Alphabetizing See page 24

NUMBERS

Most students already know how to read and interpret numbers. Numbers commonly appear in:

time	I.D. number
calendars	addresses
date	street names
phone numbers	zip codes
money	area codes
bank account numbers	social security cards

Some students need to learn basic computation. Knowing how to do addition, subtraction, multiplication, division, decimals, fractions. and percents is basic to literacy. If a student needs these skills, use math workbooks. Other very basic uses for numbers are included here.

Lessons Suggestions

Calendar

Get a calendar and discuss with student the following questions:

1. How many days are in the month? Is this the same for all months?
2. What do the numbers on the calendar represent?
3. How many columns are on the calendar and which days of the week do they represent?
4. Does a calendar week start with Sunday or Monday?

See page 15 for applying vowel decoding to the days of the week and the months of the year

Time

Tutor and student review together how to write down times. Remember to teach A.M. for morning and P.M. for afternoon and evening.

Try these for practice:

Tutor says:	Student writes time
(I got up at) nine-thirty.	_____
(The appointment is for) ten o'clock in the morning.	_____
(Be home by) six o'clock.	_____
(I arrived at) seven-o-five.	_____
(Punch in at) eight fifty-three.	_____
Five forty-five is too late.	_____
(The phone rang at) one-fifteen AM.	_____
Four-thirty PM (is when we expect to go).	_____

Dates

Teach student how to record dates according to numerical representations. Try these:

Tutor says:	Students Write:
May 1, 1985	_____
January 23, 1983	_____
March 11, 1983	_____

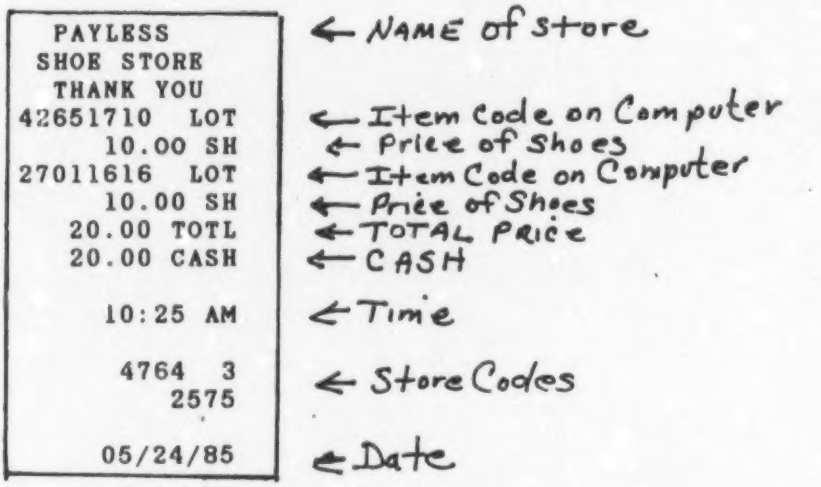
Discuss where these might be used.

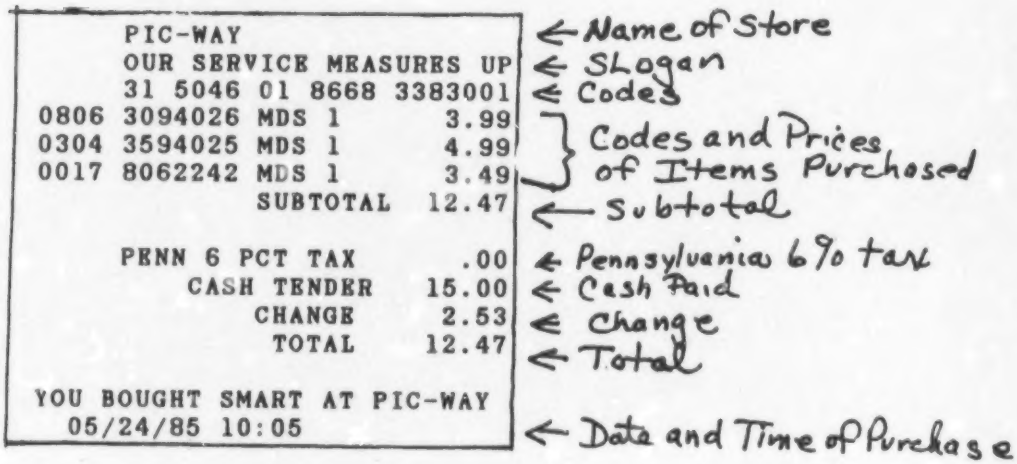
Have students write dates that are important to them, such as birthdays, anniversaries, etc. Students can use their address book to record some of these dates.

Receipts

Have students bring in several store receipts if they wish to better understand them. Discuss with students the items on the receipts and what the codes represent:

Sample Lessons





Number words

Spelling numbers is most important for writing checks or money orders.

Sample Lesson

Use copies of this blank check to give students practice in writing checks. Students can also use their own checks.

Name Check #
Address
City, State, Zip _____ 19 _____

Pay to the
Order of_____$

_____Dollars

Bank Name

Memo_____ _____Signature_____

0590076 147 629 711 0937

Beginning students often have difficulty mastering the spelling of number words. They may keep a chart of number spellings in their wallets for reference. Here is a chart students can use:

Number words		
0 zero	10 ten	20 twenty
1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two
3 three	13 thirteen	23 twenty-three
4 four	14 fourteen	24 twenty-four
5 five	15 fifteen	25 twenty-five
6 six	16 sixteen	26 twenty-six
7 seven	17 seventeen	27 twenty-seven
8 eight	18 eighteen	28 twenty-eight
9 nine	19 nineteen	29 twenty-nine
30 thirty	40 forty	70 seventy
31 thirty-one	50 fifty	80 eighty
32 thirty-two	60 sixty	90 ninety
100 one hundred 1,000 one thousand		

Variations on Language Experience

Transcribing a student's words into print links the written word with oral language. The words might be longer or harder to read by phonetic standards, but often they are easier for a student to read, since the student's speaking vocabulary is something that he has "owned" his whole life. He knows the sounds; seeing those sounds represented by letters reinforces the connection between speaking and reading.

Lesson Suggestions

Recipes

Record recipes (preferably ones the student already knows) through language experience dictation.

Letters

If your student wishes, you can take language experience dictation for letters he or she wants to write.

Lists

Compile lists of words relating to subjects of interest to your student. For example:

- family member names
- names of car makes and models
- foods
- plants or flowers
- streets
- color names
- movie characters
- fabric names
- tool names
- Bible characters

How To

Take language experience dictation from your student about things he or she knows how to do well. For example:

- Saving Money
- Fixing Cars
- Sewing
- Caring for Plants
- Caring for Animals
- Painting
- Parenting
- Being a Grandparent

Use any of the above ideas with duet reading, sight word practice, and phonics reinforcement.

Reading "Everything"

Ask students to collect and bring to class such items as pamphlets, "junk mail," church bulletins, political information, and school notices. Much of what the students read will be understood since so much of this kind of information is familiar.

Sample Lesson

Here's an example of how to apply basic skills lessons to a supermarket food circular. You can develop similar types of lessons using many of the items mentioned above.

The basic guidelines are:

A) Finding examples of words that illustrate skills learned in workbooks or skills student wishes to learn.

B) Developing lessons that review and reinforce these skills, applying them to words, phrases, etc. in "real world" materials.

Examples of what you can include are:

1. short vowels
2. long vowels
3. consonant blends
4. digraphs
5. compound words
6. root words
7. dictionary use
8. number of syllables
9. subject categories
10. locating information

Supermarket Shopping

Instruct students to do the following:

Vowels

Say the words. Write the long vowel sound that you hear in each word.

grape _____ stove _____ blade _____

rice _____ save _____

Circle the letters that represent the vowel sound that you hear in each word.

roast	raisins	juice
meat	peas	pie
cream	cheese	tea

Write the letter that represents the vowel sound in each word.

loaf _____ rain _____

maid _____ veal _____

slice _____ cleaner _____

juice _____ weaver _____

roast _____ beef _____

Compound Words

Complete these compound words. You can use your paper to find examples of complete compound words.

sun_____ crab_____

_____food _____paste

cock_____

Find the two smaller words in each compound word.

popcorn _____ _____

checkout _____ _____

pineapple _____ _____

toothpaste _____ _____

Make compound words by matching each word on the left with a word on the right. Write the compound words you've made.

A	B
pine	apple
drum	berry
straw	corn
grape	cake
mouth	wash
pan	fruit
pop	sticks

Alphabetical Order

Arrange the words in alphabetical order

I	II	III
eggs	butter	fresh
bread	bread	fruit
milk	beans	fillet
cheese	bologna	fish
pork	bananas	flour
----------	----------	----------
----------	----------	----------
----------	----------	----------
----------	----------	----------
----------	----------	----------

Dictionary

Find the words in the dictionary. Write the page number.

poultry	_____	consumer	_____
fruit	_____	raisin	_____
dairy	_____	vegetables	_____

Consonant Blend

Using your paper, write food words or brand names that begin with these blends.

fl	flounder	br	_____
sl	_____	fr	_____
gl	_____	pr	_____
pl	_____	tr	_____
cl	_____	cr	_____

Digraphs

Using your paper, write food words or brand names that begin with these sounds.

ch		wh	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

Root Words

Write the root word.

saving	_____	baking	_____
shopping	_____	dressing	_____
filling	_____	flakes	_____

Syllables

Read each word out loud and write the number of syllables that you hear

grocery	_____	detergent	_____
brooms	_____	shrimp	_____
walnut	_____	roast	_____
wisk	_____	flounder	_____

Read each word our loud, and write the number of syllables you hear.

eggs	_____	vegetables	_____
butter	_____	fruit	_____
cabbage	_____	chicken	_____
turkey	_____	ham	_____
bacon	_____	frozen	_____

Locating Information

Find the cost of these foods in your paper.

apples	3 lb. bag	_____
bacon	1 lb.	_____
pork chops	center cut	_____
butter	1 lb.	_____
ground beef	1 lb.	_____
shampoo	any size	_____
frozen orange juice	any size	_____

Catagorizing

Write the words under the correct heading.

cheese	turkey	milk
ham	apples	oranges
butter	greens	mouthwash
beet	pork	toothpaste
chicken	grapes	bacon

Dairy

Health & Beauty

Produce

Meats

Reading the Bible or Other Religious Material As Teaching Tools.

If your student wants to read the Bible, or other religious material, use it in your lessons. Religious reading can both motivate your student, and be a source of reading pleasure. However, no material should be forced on your student. Nor should you, the tutor or teacher, be forced to use material that conflicts with your values.

Using the Bible

Sample Lesson

Since the Bible is often part of the student's oral language experience, the text will be somewhat familiar to him.

Here is an example of a Cloze Exercise using Psalm 23.

The Lord is - - - - - - Shepherd.
me, my

I shall not - - - - - -.
want, went

He maketh me to lie down in - - - - - - - - pastures.
gray, green

He leadeth me beside the - - - - - - - waters.
still, stop

Sight Words		Student's Sight Words
the	not	Lord
is	in	shepherd
to	down	green
He	I	water

Family Reading

As a tutor, you can help your student become more comfortable about reading to children.

1) **Familiarize your student with children's books.** Encourage your student to bring in any children's books from home. Hold several tutoring sessions in the children's section of the local library, picking out books that the children involved might like.

2) **Help your student bring reading to his or her children.** Stress the idea that book-reading should be fun, thought-provoking, and reassuring for children (and not disciplinary, boring, or test-like). Allowing children to draw, scribble and make sound effects while reading, and to talk about people, places and feelings in the story helps children to identify with what's in the book. Early experiences with stories help prepare children for school.

3) **Encourage your student to practice oral reading of children's books during tutoring sessions. Go over tricky or unknown words together. Try duet reading. Suggest that he or she use a tape recorder for additional practice.**

4) **MOST IMPORTANT:** Be a friend. Be supportive. Check in with your student now and then about how the storybook reading is going.

Literacy and Employment
Lesson Preparation

Some things to discuss with your student:

1) Many adults who want to learn to read and write already have a good job.

2) Not everyone who wants to learn to read and write has employment goals.

3) Literacy students seeking employment may already have many employable skills.

4) Learning how to read and write will not guarantee a person a job.

Examples of some job related lessons:

1) One tutor and his student read the city plumbing code. The student is already a skilled plumber but needs to "finally" read the manual.

2) A woman in a literacy program got a job as a receptionist after her tutor taught her how to take phone messages.

Remind your student that reading and writing has rewards outside the job, as the next student exemplifies.

3. After several months of tutoring, one student cut back on the number of days per week she worked so she would have more time just to enjoy learning.

Literacy can improve job prospects in several ways:

1) The process of looking for, and applying for, some jobs requires more reading and writing than the job itself. Tutors and students can focus lessons on want ads, job applications, and resume writing.

2) Some jobs require minimal or repetitives amounts of reading and writing. If so, a student can focus on what she will need to read and write for a particular job.

3) Job training opportunities are only available to those who can read and write.

4) As employed literacy students progress in their studies they often begin accepting job promotions that require paper work.

What follows are some sample lessons on literacy and employment.

Sample Lessons

Assist students in completing any of the following lessons:

Finding A Job Through A Friend - Letters Of Application

A friend tells you about a retail clerk job opening at the local department store. To get a "head start" on the competition, you decide to write a letter of application for the position before it is announced publicly.

A. Write down your qualifications for this job.

B. Write down the probable requirements of this job.

C. Using the above two lists, write a letter of application for this position:

Letter Format:

Dear _____:

Sincerely,

Finding a Job in The Want Ads - Letters of Application

Sample Lesson

Select one of the following three ads--

SECURITY

Immediate Openings in airport area. Gd. starting sal. Need car and phone. Send resume to:

attn: Mr. Smith
ACME SECURITY
1130 Second St.
Phila. PA

SALES

Major wholesale florist needs cutflower sales-person. Personal interviews today through June 6 at 5314 East Ave. Contact John Jones

HELPER

Small studio needs pleasant person to answer phone, etc. No exp. nec.
HARCUM STUDIOS
830 Plake St.
Phila. PA
must begin immediately

A. List your qualifications for the job advertised:

B. List the requirements of the job according to the ad:

C. Using the above two lists, write a letter of application for the job advertised. See letter format from the previous page

Using The Want Ads - A Closer Look

Example One

TYPIST

Exp. nec. full time or part time. City Service Co., gd. sal., exc. work. cond., refs. req., call Mrs. Smith

555-9878

Write the words that the following abbreviations stand for:

exp.	sal.	ref.
nec.	exc.	req.
Co.	work.	
gd.	cond.	

1. Whom should you call if you are interested in this job?

2. How much does this job pay?

3. Do you need experience to apply for this job? If yes, how much?

4. What company benefits does this job offer?

5. Where would you be working if you took this job?

Example Two

SALESPEOPLE
Mfct. of spec. eqpt. needs exp. salespeople. Min. 5 yrs. exp. Sal. 15,000 Exc. work cond. Many Co. benefits inc. sick lv. loc. in N. sub. Call Mr. Seller at 222-5612

Write the words that the following abbreviations stand for:

Mfct.:	cond.:
eqpt.:	Co.:
exp.:	incl.:
min.:	lv.:
yrs.:	loc.:
sal.:	N.:
exc.:	sub.:

1. Whom should you call if you are interested in this job?

2. How much does this job pay?

3. Do you need experience to apply for this job? If yes, how much?

4. What company benefits does this job offer?

5. Where would you be working if you took this job?

Example Three

Bring in the want ads section from a newspaper. Have students think of two job positions that they would like to have. With student, select two advertisements from the newspaper for comparable positions (jobs). Expand the abbreviations so that the ads become readable. Compare the advertisements using the following questions as starting points.

1. How do the ads differ?
2. What information is included or deleted from one ad and not the other?
3. Which ad makes the job seem more appealing?
4. Wha information is not included in the advertisement tha you should ask about?

Hiring
Lesson Suggestion

1. You (student) are the manager of a restaurant looking for a new cook. The person you want to hire should have experience cooking and be able to work on weekends. You are willing to pay around $8,500 in salary, but this is negotiable, depending on the person's experience. Write a newspaper ad in the space below that will accurately represent this position.

2. Using abbreviations, write an ad for the above job in 2 or 3 lines.

Personal Data For Job Application And Other Forms

Before filling out a job application or applying for a license or credit card, you should have a complete personal data sheet. It should have information for the most frequently asked questions. Because compiling this sheet is not a skill, but a task to be completed once, this unit consists simply of a blank personal data sheet for you to fill out and bring along whenever you must fill out a form. A list of difficult or unusual vocabulary sometimes found on applications and forms is included as a reference sheet.

Vocabulary of application forms:

DEPENDENTS-- People for whom you are financially responsible. For example, children who do not work and live with you are your dependents.

DISABILITY-- A physical condition or illness that might keep you from doing a job. A disability is usually permanent. Another word for disability is handicap. For example, blindness is a disability.

EXTRACURRICULAR ACTIVITIES-- These are activities you have participated in, or still participate in, that are not part of the regular school or work day. For example, playing sports on a team after school is an extracurricular activity.

INJURY-- A wound or physical damage. An injury can be permanent or temporary. Sometimes this means the same as disability. For example, a person who has just broken his or her leg has had a recent injury.

MAIDEN NAME-- This is a woman's last (family) name before she married.

MARITAL STATUS-- Marital means about marriage, status means condition. Marital status is your condition of marriage: married, single, divorced, separated, or widowed.

MILITARY HISTORY-- This means the time you served in the armed forces. For example, if you were in the army for three years and were then honorably discharged, this is your military history.

N/A-- This stands for "Not Applicable". You may put this as the answer to a question that doesn't apply to you. For example, if you have never been in the Army, Navy, Air Force, Marines, etc., then you could put N/A under the military history blank.

NOTIFY-- This means to tell or call. For example, after an interview, an employer may tell you that he will notify you about when to report to work. Or he might ask you to give the names of relatives to be notified in an emergency.

QUALIFY-- This means to have the necessary skills or knowledge to do a particular job. For example, a nurse has to to go to nursing school to qualify to practice medicine.

REFERENCE-- This is a letter or a person recommending you for a job. For example, if your last boss is willing to tell your new employer that you are a good worker, then he is your reference.

SPOUSE-- This is the person to whom you are married: your husband or wife.

A completed form such as the one that follows can be used by students as a sample for filling out any form. They can take a complete sample form with them anywhere they might need to use it.

PERSONAL DATA SHEET

Name: _____
First Middle Last

Address: _____ number of years at this address: _____

_____

Phone Number: ( ) _____ _____
area code

Date of Birth _____/_____/_____ Present Age: _____

Place of Birth: _____
City State

Height: _____ _____ Weight: _____
feet inches

Social Security Number: _____ _____ _____

PARENTS:

Mother: Name: _____
Maiden Name _____
Place of Birth: _____
Address: _____
Occupation _____
Employer: _____
Work Address: _____
Work Phone _____

Father: Name: _____
Place of Birth: _____
Address: _____
Occupation: _____
Employer: _____
Work Address: _____
Work Phone: _____

PERSONAL DATA SHEET (cont'd)

Person to notify in an emergency:

Name: _____ Phone No. (home) _____

Address: _____ Phone No. (work) _____

_____

Personal Physician: Phone No. (home) _____

Name: _____ Phone No. (work) _____

Address: _____ Hospital: _____

_____

Bank: _____ Account Number: _____

EDUCATION:

Name of School

Elementary: Address: _____ Year Graduated _____

Junior High:

Senior High

College/University:

Work Experience:

Job	Employer	Address	Dates	Salary
most recent:				
least recent:				

PERSONAL DATA SHEET(cont'd)

REFERENCES:

NAME	ADDRESS	PHONE	OCCUPATION
1.			
2.			
3.			

MILITARY HISTORY:

Branch of service _____ Rank: _____

Dates Served: _____ Serial No.: _____

Type of Discharge _____

Work done in service: _____

MEDICAL HISTORY:

Circle any of the diseases below that you have had:

Epilepsy	Heart Trouble	Tuberculosis
Rheumatism	Asthma	Back Trouble
Arthritis	Hernia	Diabetes

Date of last physical exam: _____

Do you have any disabilities: Explain: _____

Have you ever had an injury on the job? Explain: _____

_____

Hobbies: _____

Sports: _____

Clubs/Groups: _____

Church Affiliation : _____

Awards/Honors: _____

Writing An Essay For A Job

Notes: Some job applications may require you to write a one paragraph essay explaining why you want the job. If you fill out an application for a school, you will undoubtedly have to write an essay explaining why you wish to attend that particular school. There is no one correct way to write such a composition, but the following suggestions should help.

Prewriting--

1. List the reasons why you want to work in that profession, or why you want to go back to school.
2. List the reasons why you want to work at that particular job or school.
3. Rank the reasons on each list in terms of their importance.
4. Select the two most important reasons from list number one and two or three of the most important reasons from list number two. Use these five points in your essay.

Writing--

1. Begin your essay by previewing what you are going to say. For example: "For both personal and professional reasons I would like to be employed by . . ."
2. State the two general points from list number one briefly.

3. State the two or three specific points from list number two.

4. Conclude your essay with a general statement of why you want the position, and why you feel you are qualified for it.

Writing Resumes

Resume writing is a skill most people (who are not in highly specialized professional careers, or who do not plan to radically change their career) only need to do once. Therefore, this unit, rather than teaching a skill, will provide guidelines for preparing a resume, and will contain two sample resumes. Information from the personal data sheet may be used.

Reference Sheet

Anytime you apply for a job, it is important to have a one page summary of your qualifications. This summary is called a resume. It should be attractively and neatly typed, and contain the following information:

1. Full name
2. Address
3. Telephone number
4. Work experience (in reverse chronological order; most recent job first.)
5. Education
6. References
7. Personal information: health, marital status, age, interests, (this entire item is optional).

RESUMES

Sample #1

HAROLD BROWN

123 Main Street
Philadelphia, PA 19107
(215) 712-3344

EXPERIENCE: Auto parts clerk, Pinehurst Buick Company, 144 Pinehurst Blvd., Philadelphia, Pa. Started February 1, 1964. Still employed at this job.

Gas station mechanic, Shell Oil Station, 200 Kink Street, Philadelphia, Pa. From March 1, 1961 to February 1, 1964.

EDUCATION: West Side High School, Scranton, Pa. Graduated June 1960. Auto Mechanics Course.

Ace Mechanics School, Philadelphia, Pa. Graduated February, 1961.

REFERENCES: Mr. John H. Harvey, Manager, Shell Oil Station, 200 Kink Street, Philadelphia, Pa.

Dr. A.M. Prayer, First Methodist Church, 152 Pinehurst Blvd., Philadelphia, Pa.

Mr. George Gladwell, Owner, Pinehurst Buick Co. 144 Pinehurst Blvd., Philadelphia, Pa.

RESUMES

Sample # 2

SARAH ANN JONES

222 Park Street
Elkton, Maryland 38251
(301) 411-2222

EMPLOYMENT:

1975-Present	File Clerk/Typist Rockford High School 200 Scope Street, Elkton, Maryland
1972-1975	File Clerk: Billings Equipment Company 74 Rock Road, Elkton, Maryland

EDUCATION:

Diploma	Elkton County High School, Elkton, Maryland. Business Major. Graduated 1972.

PERSONAL:

Birth Date	May 17, 1954
Marital Status	Single
Health	Excellent

REFERENCES:

Dr. Jason Street, Principal, Elkton County High School

Mr. B. J. Billings, President, Billings Equipment Company.

Ms. Alice German, Supervisor of Records Office, Billings Equipment Company

Goal Setting Checklist

The following list contains many practical skills adults want to work on. Keep track of your student's goals. Spend some time during each lesson working on these everyday reading and writing skills. Keep track of what goals your student accomplishes, and make sure he is aware of the progress he's making. The following list is taken from The Basic Literacy Tutor Handbook, created by the Center for Literacy.

GOAL	DONE	*Mark A—Personal Goal (Date)* *Mark B—Mastery (Date)*
		Basic functional literacy skills, such as
_____	_____	1. writing name, address and phone number
_____	_____	2. telling time
_____	_____	3. finding emergency phone numbers
_____	_____	4. learning the days of the week and the months of the year
_____	_____	5. other: _____
_____	_____	6. reading the months of the year and the days of the week
_____	_____	7. understanding legal holidays
_____	_____	8. reading street signs
_____	_____	9. transportation schedules
		GOVERNMENT AND LAW
_____	_____	10. helping with tax forms
_____	_____	11. knowledge of legal documents/contracts
_____	_____	12. where to go for legal advice
_____	_____	13. getting a social security number
_____	_____	14. other: _____
		COMMUNITY RESOURCES
_____	_____	15. obtaining a library card
_____	_____	16. reading church bulletins
_____	_____	17. using the telephone book
_____	_____	18. other: _____
		CONSUMER ECONOMICS
_____	_____	19. reading grocery ads
_____	_____	20. cutting and using coupons
_____	_____	21. finding sales (food, clothing, etc.)
_____	_____	22. reading directions on cleaning and other products
_____	_____	23. reading and paying bills (gas, electric, telephone)
_____	_____	24. car maintenance
_____	_____	25. reading store names
_____	_____	26. interpreting sale signs
_____	_____	27. other: _____
		PARENTING
_____	_____	28. helping children with homework
_____	_____	29. reading to children
_____	_____	30. reading about childcare

_____ _____ 31. reading school notices
_____ _____ 32. other: _____

OCCUPATIONAL KNOWLEDGE

_____ _____ 33. studying job-related vocabulary
_____ _____ 34. filling out job applications
_____ _____ 35. writing a resume
_____ _____ 36. interviewing
_____ _____ 37. knowledge of unions
_____ _____ 38. understanding net/gross pay (deductions)
_____ _____ 39. other: _____

HEALTH CARE

_____ _____ 40. reading directions on medicine bottles
_____ _____ 41. nutrition
_____ _____ 42. following recipes
_____ _____ 43. dental care
_____ _____ 44. first aid
_____ _____ 45. safety for children/elderly people
_____ _____ 46. writing down medical and dental appointments
_____ _____ 47. obtaining glasses for reading
_____ _____ 48. other: _____

SOCIAL

_____ _____ 49. registering to vote
_____ _____ 50. voting for the first time
_____ _____ 51. receiving a driver's license
_____ _____ 52. reading Bible verses
_____ _____ 53. receiving U.S. citizenship
_____ _____ 54. joining a community group
_____ _____ 55. other: _____

ECONOMIC

_____ _____ 56. reading checks and money orders
_____ _____ 57. learning to fill out checks, money orders, etc.
_____ _____ 58. opening a bank account
_____ _____ 59. getting off public assistance
_____ _____ 60. getting a job
_____ _____ 61. getting a better job/position
_____ _____ 62. other: _____

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